Course Syllabus

EMSP1305 – Emergency Medical Responder

Catalog Description: Preparation for certification as an Emergency Care Attendant (ECA)/Emergency Medical Responder (EMR).

Lecture hours = 3, **Lab hours** = 4

Prerequisites: There are no prerequisites for this course.

Corequisites: BLS (CPR) certification by the American Heart Association.

Semester Credit Hours: 3
Lecture Hours per Week: 3
Lab Hours per Week: 4
Contact Hours per Semester: 96 hours

State Approval Code: 51.0904

Class section meeting time: Every other Saturday 0800-1500

Instructional Goals and Purposes: The Emergency Medical Responder course prepares the EMR student to provide prehospital assessment and care for patients of all ages with a variety of medical conditions and traumatic injuries. Areas of study include an introduction to emergency medical services systems, roles and responsibilities of EMRs, anatomy and physiology, medical emergencies, trauma, and special considerations for working in the prehospital setting

Learning Outcomes: Demonstrate proficiency in cognitive, psychomotor and affective domains for the Emergency Care Attendant (ECA)/Emergency Medical Responder (EMR) in accordance with the current guidelines of the credentialing agency (NREMT/DSHS).

Specific Course Objectives (includes SCANS):
After studying all materials and resources presented in the course, the student will be able to:

1. Assess patients effectively (scan: 1A iv)
2. Demonstrate proper elements for giving patient reports. (scans: 1A v)
3. Analyze data, recognize patient problems and develop interventions to solve those problems using group projects. (scan: 1B i, ii, iii)
4. Demonstrate leadership skills, EMR/patient relationships and work in teams during emergency patient simulations. (scans: 1C i, ii, iii, iv, v)

5. Compare different EMS system designs and how quality assurance and quality improvement may be used to monitor improve the systems. (scan: 2D i ii, iii)
6. Analyze a problem scenario, develop possible solutions, and make managerial decisions involving material and human. (scans: 2A i, iv)
7. Collect data, formulate appropriate plans of treatment and implement the care by practicing in simulated scenarios, and by comparing patient treatments as outlined in the textbook research also using the library, internet, and other resources. (scans: 2C i, ii, iii, iv)

8. Demonstrate ability to work as a team member during patient simulations, assigned projects and clinical time. (scans: 2B i, ii, iii, iv, v, vi)
9. Use of a variety of technical equipment used in the care of patients in the out of hospital environment. (scans: 2E i, ii, iii)

Course Content:
A general description of duties of the EMR student included in this course are listed in the Learning Outcomes / Specific Course Objectives sections of this syllabus.

Students in all sections of this course will be required to do the following:

1. EMS Systems
2. Workforce Safety and Wellness
3. Lifting and Moving Patients
4. Medical, Legal, and Ethical Issues
5. Communications and Documentation
6. The Human Body
7. Airway Management
8. AHA Basic Life Support (CPR)
9. Patient Assessment
10. Medical Emergencies
11. Poisoning and Substance Abuse
12. Behavioral Emergencies
13. Environmental Emergencies
14. Bleeding, Shock, and Soft-Tissue Injuries
15. Injuries to Muscles and Bones
16. Childbirth
17. Pediatric Emergencies
18. Geriatric Emergencies
19. Transport Operations
20. Vehicle Extrication and Special Rescue
21. Incident Management
22. FEMA NIMS, TX Jurisprudence

Methods of Instruction/Course Format/Delivery: This course is offered as a hybrid course. All lecture material will be online. Labs and skills will be performed and evaluated in face to face instruction.

Assignments:
The following items will be assigned during the semester and used to calculate the student's final grade:
- Complete reading from textbook and other assigned resources.
- Complete assignments in JB learning and Canvas.
- Successfully complete all skills for this course.

Assessments:
- BLS Exam
- Preparatory/Airway Exam
- Patient Assessment/Medical Exam
- Trauma/Special Populations Exam
- Final Exam
- Skills Exams

Course Grade:
The grading scale for this course is as follows:

- Class Participation, homework - 25%
- Module Exams – 25%
- Final Exam – 50%

Skills Exams are done as a Pass/Fail exam and ALL must be passed for successful completion of course.

Texts, Materials, and Supplies:
- Pollack, MD, Andrew N, (2022), *AAOS Emergency Medical Responder: Your First Response in Emergency Care 7th Ed.* AND Navigate Essentials Access ISBN: 9781284230789

Other:
- For current texts and materials, use the following link to access bookstore listings: http://www.panolacollegestore.com
- For testing services, use the following link: http://www.panola.edu/elearning/testing.html
- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Administration Building or go to http://www.panola.edu/student-success/disability-support-services/ for more information.
- Withdrawing from a course is the student's responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
- Student Handbook, *The Pathfinder:* http://www.panola.edu/student-success/documents/pathfinder.pdf

SCANS CRITERIA

1) **Foundation skills are defined in three areas: basic skills, thinking skills, and personal qualities.**

   a) **Basic Skills**: A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
      i) Reading: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
      ii) Writing: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
      iii) Arithmetic and Mathematical Operations: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
      iv) Listening: receive, attend to, interpret, and respond to verbal messages and other cues.
      v) Speaking: Organize ideas and communicate orally.

   b) **Thinking Skills**: A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
      i) Creative Thinking: generate new ideas.
      ii) Decision Making: specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
      iii) Problem Solving: recognize problems and devise and implement plan of action.
      iv) Visualize ("Seeing Things in the Mind's Eye"): organize and process symbols, pictures, graphs, objects, and other information.
      v) Knowing How to Learn: use efficient learning techniques to acquire and apply new knowledge and skills.
      vi) Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.

   c) **Personal Qualities**: A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.
      i) Responsibility: exert a high level of effort and persevere toward goal attainment.
      ii) Self-Esteem: believe in one's own self-worth and maintain a positive view of oneself.
      iii) Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
      iv) Self-Management: assess oneself accurately, set personal goals, monitor progress, and exhibit self-control.
      v) Integrity and Honesty: choose ethical courses of action.

2) **Workplace competencies are defined in five areas: resources, interpersonal skills, information, systems, and technology.**

   a) **Resources**: A worker must identify, organize, plan, and allocate resources effectively.
      i) Time: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
      ii) Money: Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
      iii) Material and Facilities: Acquire, store, allocate, and use materials or space efficiently.
      Examples: construct a decision time line chart; use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.

   b) **Interpersonal Skills**: A worker must work with others effectively.
      i) Participate as a Member of a Team: contribute to group effort.
      ii) Teach Others New Skills.
      iii) Serve Clients/Customers: work to satisfy customer's expectations.

iv) Exercise Leadership: communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.

v) Negotiate: work toward agreements involving exchange of resources, resolve divergent interests.

vi) Work with Diversity: work well with men and women from diverse backgrounds.

Examples: collaborate with a group member to solve a problem; work through a group conflict situation, train a colleague; deal with a dissatisfied customer in person; select and use appropriate leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.

c) **Information**: A worker must be able to acquire and use information.
   i) Acquire and Evaluate Information.
   ii) Organize and Maintain Information.
   iii) Interpret and Communicate Information.
   iv) Use Computers to Process Information.

   Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use on-line computer data bases to research a report; use a computer spreadsheet to develop a budget.

d) **Systems**: A worker must understand complex interrelationships.
   i) Understand Systems: know how social, organizational, and technological systems work and operate effectively with them.
   ii) Monitor and Correct Performance: distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions.
   iii) Improve or Design Systems: suggest modifications to existing systems and develop new or alternative systems to improve performance.

   Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.

e) **Technology**: A worker must be able to work with a variety of technologies.
   i) Select Technology: choose procedures, tools or equipment including computers and related technologies.
   ii) Apply Technologies to Task: understand overall intent and proper procedures for setup and operation of equipment.
   iii) Maintain and Troubleshoot Equipment: Prevent, identify, or solve problems with equipment, including computers and other technologies.

   Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.